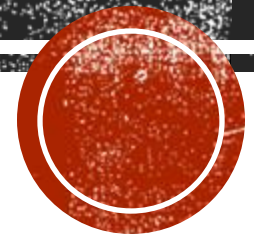


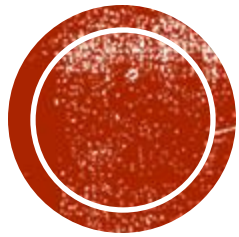
LITERATURE & LANGUAGE

Approaching the GCSE spec:

Grades 1 - 9



LITERATURE



Overview:

Paper 1: Shakespeare & 19th Century Novel

Paper 2: Modern Text & Poetry

Section A: Modern Texts (30 marks + 4 SPAG)

* Choice of Two Questions

Question: Based on theme or character(s)

No extract is given

How does the writer present...?

How does the writer explore...?

How does the writer use... ..?

What is the importance of...?

Who do you think...?

“Quote given”: How far do you agree/disagree with this statement?

There will be 2 bullet points to aid your writing structure / what to include

Section B: Poetry (30 marks) Section C: Unseen Poetry (32 marks)
Based on the Anthology

Section A: Shakespeare (30 marks + 4 SPAG)

Section B: 19th Century Novel (30 marks)

Question: Based on theme or character

An extract is given to a specific part of the text.
A brief overview of the context of the extract (ie: what has just happened, what Act/Scene)

How far do you think...?

“Statement given” – How far do you agree/disagree with the statement given...

The question has two elements:

Answering based on the extract

Answering based on the entire text (whole play)

Question: Based on theme or character

An extract is given to a specific part of the text.
A brief overview of the context of the extract (ie: what has just happened, what chapter)

How far do you think...?

“Statement given” – How far do you agree/disagree with the statement given...

The question has two elements:

Answering based on the extract

Answering based on the entire text (whole novel)

One Question

1 poem printed (already studied)

Question: Comparison

Using the printed poem and one other poem from the anthology, compare...

Focus could include:
theme / character / narrator / time of writing

Two Questions

1: Printed poem

Question: Presentation of theme / character.

How does the poet present...

2: 2nd printed poem

Question: Comparison

What are the similarities and/or differences in the poems...

Compare the theme of... in the two poems...

Paper 1

Question: Based on theme or character

An extract is given to a specific part of the text.

A brief overview of the context of the extract (ie: what has just happened, what Act/Scene)

How far do you think...?

“Statement given” – How far do you agree/disagree with the statement given...

The question has two elements:

Answering based on the extract

Answering based on the entire text (whole play)

What is taught:

Storyline

Characters and their parts

Themes that occur (top 5)

Basic methods (ie: stage directions)

Essay Skills:

What is happening in the text?

Do you agree or disagree with the question?

OR

What is your 1st impression of the character / theme / question focus?

Close / Language analysis

Structuring a response

Tasks to complete:

Example extracts where you work as a class on:

- What is happening? Where in the play?
- Recall themes learnt in lesson
- What is the most important part of the extract?
- What/how to highlight key quotes
- *What word(s) are used and why*
- *Effect on the reader*



Read the following question from Act 5 Scene 3 of *Macbeth* and then answer the question that follows.

At this point in the play Macbeth is under siege from the English army.

MACBETH

Bring me no more reports; let them fly all:
Till Birnam wood remove to Dunsinane,
I cannot taint with fear. What's the boy Malcolm?
Was he not born of woman? The spirits that know
5 All mortal consequences have pronounced me thus:
'Fear not, Macbeth; no man that's born of woman
Shall e'er have power upon thee.' Then fly,
false thanes,
And mingle with the English epicures:
10 The mind I sway by and the heart I bear
Shall never sag with doubt nor shake with fear.
Enter a Servant
The devil damn thee black, thou cream-faced loon!
Where got'st thou that goose look?

Starting with this speech, explain how far you think Shakespeare presents Macbeth as a hero.

Write about:

- how Shakespeare presents Macbeth in this speech
- how Shakespeare presents Macbeth in the play as a whole.

[30 marks]

AO4 [4 marks]



- A Christmas Carol

Question: Based on theme or character

An extract is given to a specific part of the text.

A brief overview of the context of the extract (ie: what has just happened, what chapter)

How far do you think...?

“Statement given” – How far do you agree/disagree with the statement given...

The question has two elements:

Answering based on the extract

Answering based on the entire text (whole novel)

What is taught:

Storyline

Characters and their parts

Themes that occur (top 5)

Basic methods

Essay Skills:

How to skim and scan

What is happening in the extract?

Do you agree or disagree with the question?

OR

What is your gut reaction to the question?

Close / Language analysis

Structuring a response

Tasks to complete:

Example extracts where you work as a class on:

- What is happening? Where in the play?
- Recall themes learnt in lesson
- What is the most important part of the extract?
- What/how to highlight key quotes
- *What word(s) are used and why*
- *Effect on the reader*

Paper 1



Read the following extract from Chapter 3 of *A Christmas Carol* and then answer the question that follows.

In this extract, the Ghost of Christmas Present shows Scrooge the Cratchit family's Christmas celebrations.

Oh, a wonderful pudding! Bob Cratchit said, and calmly too, that he regarded it as the greatest success achieved by Mrs. Cratchit since their marriage. Mrs. Cratchit said that now the weight was off her mind, she would confess she had had her doubts about the quantity of flour.

5 Everybody had something to say about it, but nobody said or thought it was at all a small pudding for a large family. It would have been flat heresy to do so. Any Cratchit would have blushed to hint at such a thing. At last the dinner was all done, the cloth was cleared, the hearth swept, and the fire made up. The compound in the jug being tasted, and

10 considered perfect, apples and oranges were put upon the table, and a shovel-full of chestnuts on the fire. Then all the Cratchit family drew round the hearth, in what Bob Cratchit called a circle, meaning half a one; and at Bob Cratchit's elbow stood the family display of glass. Two tumblers, and a custard-cup without a handle.

15 These held the hot stuff from the jug, however, as well as golden goblets would have done; and Bob served it out with beaming looks, while the chestnuts on the fire sputtered and cracked noisily. Then Bob proposed: "A Merry Christmas to us all, my dears. God bless us!" Which all the family re-echoed.

20 "God bless us every one!" said Tiny Tim, the last of all. He sat very close to his father's side upon his little stool. Bob held his withered little hand in his, as if he loved the child, and wished to keep him by his side, and dreaded that he might be taken from him.

Starting with this extract, explore how Dickens uses the Cratchit family to show the struggles of the poor.

Write about:

- How Dickens presents the Cratchit family in the extract
- How Dickens uses the Cratchit family to show the struggles of the poor in novel as a whole.

[30 marks]



Paper 2

*** Choice of Two Questions**

Question: Based on theme or character(s)

No extract is give

How does the writer present...?

How does the writer explore...?

How does the writer use... ..?

What is the importance of...?

Who do you think...?

“Quote given”: How far do you agree/disagree with this statement?

There will be 2 bullet points to aid your writing structure / what to include

What is taught:

Storyline

Characters and their parts

Themes that occur (top 5)

Basic methods (ie: stage directions)

Essay Skills:

What is happening in the text?

What is your gut answer?

What is your 1st impression of the character / theme / question focus?

*How to use the bullet points to answer/structure
Close / Language analysis*

Tasks to complete:

Example extracts where you work as a class on:

- What is happening? Where in the play/text is the extract?
- Recall themes learnt in lesson
- What is the most important part of the extract?
- What/how to highlight key quotes
- *What word(s) are used and why*
- *Effect on the reader*



Section A: Modern prose or drama

Answer **one** question from this section on your chosen text.

Paper 2

JB Priestley: *An Inspector Calls*

EITHER

0 1

How does Priestley present some of the differences between the older and younger generations in *An Inspector Calls*?

Write about:

- how the different generations respond to events and to each other
- how Priestley presents the different generations in the play.

[30 marks]

AO4 [4 marks]

OR

0 2

What do you think is the importance of the ending of *An Inspector Calls*?

Write about:

- how the ending of the play presents some important ideas
- how Priestley presents these ideas by the ways he writes.

[30 marks]

AO4 [4 marks]



Section B: Poetry
(30 marks)
Based on the
Anthology

One Question
1 poem printed
(already studied)
Question:
Comparison
Using the printed poem and one other poem from the anthology, compare...
Focus could include:
theme / character
/ narrator / time
of writing

What is taught:

What each poem is about.

Basic themes that are in each

How does the poem show conflict or power?

Poetic techniques (similes, metaphors and other simple terms)

Essay Skills:

What is your gut answer?

What is the message in the poem?

How to write about a poem

How to compare two poems

Close / Language analysis

Tasks to complete:

- What is happening in the poem?
- Recall themes learnt in lesson
- Who might be speaking? Why?
- What is the message in the poem?
- Finding poetic techniques and *why they are used*

Example questions where you work as a class on:

- What/how to highlight key quotes
- *What word(s) are used and why*
- *Effect on the reader*

Paper 2

Section C:
Unseen Poetry
(32 marks)

Two Questions

1: Printed poem

Question: Presentation of theme / character.

How does the poet present...

2: 2nd printed poem

Question: Comparison
What are the similarities and/or differences in the poems...

Compare the theme of... in the two poems...

The poems you have studied are:

Percy Bysshe Shelley
William Blake
William Wordsworth
Robert Browning
Alfred Lord Tennyson
Wilfred Owen
Seamus Heaney
Ted Hughes
Simon Armitage
Jane Weir
Carol Ann Duffy
Imtiaz Dharker
Carol Rumens
Beatrice Garland
John Agard

Ozymandias
London
The Prelude: stealing the boat
My Last Duchess
The Charge of the Light Brigade
Exposure
Storm on the Island
Bayonet Charge
Remains
Poppies
War Photographer
Tissue
The émigrée
Kamikaze
Checking Out Me History

Storm on the Island

We are prepared: we build our houses squat,
Sink walls in rock and roof them with good slate.
This wizened earth has never troubled us
With hay, so, as you see, there are no stacks
5 Or stooks that can be lost. Nor are there trees
Which might prove company when it blows full
Blast: you know what I mean – leaves and branches
Can raise a tragic chorus in a gale
So that you listen to the thing you fear
10 Forgetting that it pummels your house too.
But there are no trees, no natural shelter.
You might think that the sea is company,
Exploding comfortably down on the cliffs
But no: when it begins, the flung spray hits
15 The very windows, spits like a tame cat
Turned savage. We just sit tight while wind dives
And strafes invisibly. Space is a salvo,
We are bombarded with the empty air.
Strange, it is a huge nothing that we fear.

Seamus Heaney



Section C: Unseen poetry

Answer both questions in this section.

How to Leave the World that Worships *Should*

5 Let faxes butter-curl on dusty shelves.
Let junkmail build its castles in the hush
of other people's halls. Let deadlines burst
and flash like glorious fireworks somewhere else.
As hours go softly by, let others curse
the roads where distant drivers queue like sheep.
Let e-mails fly like panicked, tiny birds.
Let phones, unanswered, ring themselves to sleep.

10 Above, the sky unrolls its telegram,
immense and wordless, simply understood:
you've made your mark like birdtracks in the sand -
now make the air in your lungs your livelihood.
See how each wave arrives at last to heave
itself upon the beach and vanish. Breathe.

Ros Barber

The Rich Eat Three Full Meals

The rich eat three full meals, the poor two small bowls
But peace is what matters.
Thirsty, I drink sweet plum tea;
Warm, I lie in the shade, in the breeze;
5 My paintings are mountains and rivers all around me,
My damask, embroidered, the grass.
I rest at night, rest easy,
Am awake with the sun
And enjoying Heaven's heaped-up favours.

Nguyen Binh Khiem

2 7 . 1

In 'How to Leave the World that Worships *Should*,' how does the poet present ideas about the way we live and work in the modern world?

[24 marks]

2 7 . 2

In both 'The Rich Eat Three Full Meals' and 'How to Leave the World that Worships *Should*' the speakers describe attitudes towards the world around us.

What are the similarities and/or differences between the ways the poets present these attitudes?

[8 marks]

END OF QUESTIONS

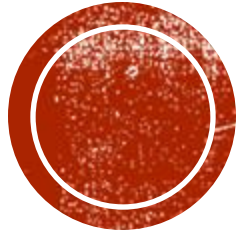


LANGUAGE

Overview:

Paper 1: Explorations in creative reading and writing

Paper 2: Writers' viewpoints and perspectives



Section A: Reading (40 marks on 20th Century Prose (with extract))

Question 1: Search and Find "List 4 things that..."
(4 Marks)

Question 2: Effective Linguistics "How is language used in the text to..."
(8 marks)

Question 3: Structure and layout "How has the writer structured the"
(8 marks)

Question 4: Agree or Disagree.
A statement is given about the text, "How far do you agree/disagree with the above statement..."
(20 marks)

Section B: Writing (40 marks)

Choice of 2 questions

Question 5:

1: Using the image, write a description

2: Write about a time when.../ Write a story that is influenced by the picture...

Personal Writing piece to describe or inform

(C/O 24 marks, SPAG 16 marks)

Section A: Reading (40 marks) Extract of both 21st & 19th Century Non-Fiction

Question 1: True or False (4 Marks)

Question 2: Comparing "Write a summary of how they are similar / different..."
(8 marks)

Question 3: Language Effect "How are you, the reader, effected by..."
(12 marks)

Question 4: Compare "How does the author convey the theme of..."
(16 marks)

Section B: Writing (40 marks)

Question 5:

Non-Fiction writing based on a statement given.

"To what extent...[agree/disagree/for or against etc]..."

Write a letter where you argue your point of view..."

Letters, Blogs and Articles could be asked for here

(C/O 24 marks, SPAG 16 marks)

Paper 1

Section A: Reading (40 marks
on 20th Century Prose (with
extract))

***Question 1: Search
and Find “Identify
4 things that...”
(4 Marks)***

What is taught:

Skim and Scan

Difference between “learn” and “what is said”

What to highlight in the question

Essay Skills:

Finding answers and writing quickly

Finding 4 things that meet the questions criteria

Only using the part of the extract it says to use

Tasks to complete:

Reading prose – race to find the word given by teacher

Example question where you work as a class on:

- What is the text about?
- What do you learn? How is this “learnt” – what words tell you that?
- Highlighting 6 things – which 4 are the best – why?



Paper 1

Section A: Reading (40 marks
on 20th Century Prose (with
extract))

Question 2: Effective Linguistics

**“How is language
used in the text
to...”**

(8 marks)

What is taught:

Skim and Scan

What is happening in the part of the extract?

What does it mean by “uses language”

Descriptive language / what “happens” language

Linguistic devices: metaphor / simile / INAFOREST

Essay Skills:

What the questions is asking for?

How to analyse a word

Highlighting key words/phrases and explaining the meaning

How to structure an answer (the writer says...which means...)

Tasks to complete:

Reading prose– what is being said and how is it being said?

How does it make “the reader” feel?

Example question where you work as a class on:

- What is the text about?
- Find 4 word(s) that are used
- *Highlighting 6 things – which 4 are the best – why?*
- *What does the text want to do to the reader? Why?*



Paper 1

Section A: Reading (40
marks on 20th Century
Prose (with extract))

Question 3:
Structure and
layout “How
has the writer
structured the
....”
(8 marks)

What is taught:

A layout (presentational features – colour etc)

Tone of the extract

What is structure? Difference between start and end of an extract

Sentence types and how they are used

Essay Skills:

What the questions is asking for?

What to pick out – 4 things (focus: start Vs end / tone / how it looks / sentence lengths)

What to use as evidence

Using one word quotes to help show understanding

How to structure an answer

Tasks to complete:

Reading prose:

What is being said and how is it being said?

What does it look like on a page?

Example question where you work as a class on:

- What is the text about?
- What is the language like at the start? What is it like at the end?
- *How or why does it change?*



Paper 1

Section A: Reading (40 marks on 20th Century Prose (with extract))

Question 4: Agree or Disagree.

A statement is given about the text, “How far do you agree/disagree with the above statement...” (20 marks)

What is taught:

What is happening in the text?

Personal thoughts on an extract

What the purpose of the extract is

How to argue a point of view

What is the tone of the extract and why?

What is the form of the extract?

Essay Skills:

What the questions is asking for?

What is your gut answer to the question?

What does the extract make you feel? Why?

What to use as evidence

How to structure an answer

Tasks to complete:

Reading prose:

What is happening in the text?

What is being said and how is it being said?

What do you understand about it?

What is the tone of the piece? Who would it appeal to?

Example question where you work as a class on:

- What is the text about?
- Is it a positive / negative / informative / descriptive piece?
- *Who would enjoy reading this and why?*



Paper 1

Section B: Writing (40 marks)

Choice of 2 questions

Question 5:

1: Using the image, write a description

***2: Write about a time when.../
Write a story that is influenced
by the picture...***

Personal Writing piece to
describe or inform

(C/O 24 marks, SPAG 16 marks)

What is taught:

Coming up with ideas

How to plan

Using paragraphs

SPAG

Difference between narrative and descriptive

Sentence types for effect

Exam Skills:

What the questions is asking for?

Using time effectively

How to make it interesting

How to structure a narrative/descriptive

Tasks to complete:

Practice Papers

Flash fiction pieces (ie: plan 3 points, write about one)

Using existing narratives to write from

Fill-in-the-adjectives story

Story dice / coming up with various ideas

Timed activities



Section A: Reading (40 marks)
Extract of both 21st & 19th Century
Non-Fiction

Question 1:
True or False
(4 Marks)

Question 2:
Comparing “Infer
how they are
similar /
different...”
(8 marks)

What to taught:

What is true or false

Understanding the question

Essay Skills:

Finding answers (Skim and Scanning)

Shading boxes

How to correct if wrong

Tasks to complete:

Reading newspaper articles – race to find true or false

Answering mini-prose true or false questions

What is taught:

What is a summary?

Understanding the extract

Picking key information

Essay Skills:

Understanding the question

Linking key points in two extracts

How to compare ideas / key information

Tasks to complete:

Understanding the topic / information / key points of an extract

Reading newspaper articles – find 2 things the same and 2 things different in two non-fiction

Various “summary” tasks on small extracts

Paper 2



Paper 2

Section A: Reading (40 marks)

Extract of both 21st & 19th Century Non-Fiction

**Question 3:
Language
Effect “How
are you, the
reader,
affected by...
(12 marks)**

What is taught:

Skim and Scan

What is happening in the part of the extract?

What does it mean by “uses language”

Linguistic devices: metaphor / simile / INAFOREST

Essay Skills:

What the questions is asking for?

What does it make you feel / think?

What words are used that interest/inform you?

Highlighting key words/phrases and explaining the meaning

How to structure an answer (the writer says...which means...)

Tasks to complete:

Reading non-fiction extracts–

What is being said and how does it make you feel/think?

Pick our words and explain the effect on you

Example question where you work as a class on:

- What is the text about?
- What words are important?
- *Highlighting 6 things – which 4 are the best – why?*
- *What does the text want to do to you? Why?*



Paper 2

Section A: Reading (40 marks)

Extract of both 21st & 19th Century Non-Fiction

Question 4: Comparison of writers' methods... (16 marks)

What is taught:

Skim and Scan

How does each article get the ideas across?

What does it mean by “writers’ methods”

Purpose, audience and form

Essay Skills:

What the questions is asking for?

What does it make you feel / think?

What words are used that interest/inform you?

Highlighting key words/phrases and explaining the meaning

How to structure an answer (the writer says...which means...)

Tasks to complete:

Reading non-fiction extracts–

How do two different articles on the same subject use methods to get you to think something?

Example question where you work as a class on:

- What is the text about?
- What words are important?
- *Highlighting 6 things – which 4 are the best – why?*
- *What does the text want to do to you? Why?*



Paper 2

Section B: Writing (40 marks)

Question 5:

Non-Fiction writing based on a statement given.

“To what extent...[agree/disagree/for or against etc]...”

Write a letter where you argue your point of view...”

Letters, Blogs and Articles could be asked for here

(C/O 24 marks, SPAG 16 marks)

What is taught:

Coming up with ideas

How to plan

Using paragraphs

SPAG

What is “professional writing” (ie: article / letter / blog)

Sentence types for effect

Exam Skills:

What the questions is asking for?

How to form an opinion based on a quote give

Using time effectively

How to make it interesting

How to structure correctly (addresses , titles etc)

Tasks to complete:

Practice Papers

Flash fiction pieces (ie: plan 3 points, write about one)

Using existing article headlines to write about

Watch a News Item and write up the story

Timed activities

